

## Course Outline

<b>COURSE:</b>	<b>CRCJ 4001 D – Selected Criminological Topics: The Criminalization of Black, Indigenous, and Women of Colour (BIWOC)</b>
<b>TERM:</b>	<b>Winter 2021</b>
<b>PREREQUISITES:</b>	<b>Third-year standing in the B.A. Honours program in Criminology and Criminal Justice</b>
<b>CLASS:</b>	<b>Day &amp; Time: Online Tuesdays, 8:35 – 11:25 am (regular seminar sessions are asynchronous; guest speakers and discussion session are synchronous- see below for details)</b>
<b>INSTRUCTOR:</b>	<b>Dr. Madalena Santos (she/her)</b>
<b>CONTACT:</b>	<b>Office Hrs: Weekday appointments available online or by phone Email: <a href="mailto:madalenasantos@carleton.ca">madalenasantos@carleton.ca</a></b>

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**Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or Faculty of Public Affairs 20 Teaching Regulations 2020-21 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520- 6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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## **COURSE DESCRIPTION**

This course focuses on the criminalization of Black, Indigenous, and Women of Colour, including Trans women, primarily in the Canadian context. It explores the intersections of capitalism, settler colonialism, slavery, migration, race, class, and gender identity in the lives of women who have been criminalized. This course seeks to bring to the fore the experiences and stories of women which have been erased through silences in mainstream media and educational, discourses, scholarship, and academia. In speaking of how BIWOC have been criminalized, the course also underscores the ways in which these women have resisted their criminalization throughout history.

## **COURSE ORGANIZATION**

- ~ This course is offered fully on-line.
- ~ A PowerPoint Presentation (PPT) in PDF form will be made available on CuLearn every Tuesday by 8:35am. Each PPT will correspond with the assigned readings for that day.
- ~ For each class, students will be required to do the corresponding readings (see schedule below).
- ~ Students will be required to participate in one (1) one-hour long synchronous online discussion over the period of the term. This synchronous session will be selected based on student interest and will occur during regularly scheduled class time from 10-11am.
- ~ There will be a series of guest lectures. More information will be provided at the start of the term.
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

## **LEARNING OUTCOMES**

- ~ Students will be able to understand important theories and concepts related to the criminalization of Black, Indigenous, and Women of Colour.
- ~ Students will have the opportunity to learn about the criminalization of Black, Indigenous, and Women of Colour through the engagement of Guest Speakers.
- ~ Students will be able to demonstrate their analytical skills through traditional and interactive writing activities and assignments.
- ~ Students will conduct communal learning practices through the online discussion forum and synchronous sessions.
- ~ Students will be able to demonstrate their critical analytical skills by assessing the role of social institutions, social processes, social relations, and/or various dimensions of social experiences in the criminalization of Black, Indigenous, and Women of Colour through the production of a final project.

## **REQUIRED TEXTS**

- ~ Maynard, Robyn. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing. Available through Octopus Books. Link to be provided.
- ~ Other book chapters and journal articles may be accessed on Ares on Culearn.

## **USEFUL RESOURCES**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS online at: [carleton.ca/csas](http://carleton.ca/csas).

## **POLICIES**

### **(i) Contact with Professor**

I will be available for consultation with students during my office hours or by appointment. Please e-mail me using my Carleton email should you want to set up an appointment outside of regularly scheduled office hours.

### **(ii) E-mail Policy**

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other

matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-6:00pm on weekdays.**

### **(iii) Late Assignments**

Please contact me as quickly as possible should you require accommodation on deadlines. Late submissions will not be accepted for A, B, and C below.

#### **EVALUATION**

A. CuLearn discussion board questions	20% (4 x 5%)
B. Critical summaries	20% (4 x 5%)
C. Synchronous session	20%
D. Final project	40%

#### **DUE**

by Friday at 4:30 pm on week of readings  
on day of readings via cuLearn  
on day of readings  
on last day of term via cuLearn

**Please note:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

#### **A. CuLearn Discussion Board Forum – 20%**

Over the term you will be required to post four (4) thoughtful theoretical or conceptual discussion board questions on four separate weeks during the course concerning an issue from the academic readings for the week. This can also include a thoughtful response to a posted question about the week's readings that should aim to continue the discussion. This evaluative component is designed to help you synthesize complicated arguments, encourage you to keep up with the readings, and to help you contribute to online discussions.

- i. Your question should present an issue for the week's readings. This can also include a response to a posted question about the week's readings but should also aim to continue the online discussion. Sample posts will be provided on CuLearn.
- ii. Make sure to provide a brief summary of the reading(s) to contextualize the question/response that you pose.
- iii. To get credit for the post, the question or response must be submitted to the course discussion board by Friday at 4:30 pm on the week for which the reading is assigned. Posts made after that point will not count toward your four-question total.

#### **B. Critical summaries – 20% Submit online using word document (no PDFs)**

You are required to write four (4) critical summaries from the assigned readings. You may choose which articles or book chapters you would like to summarize, but they must be academic texts (i.e., not reports, blog posts, or other media-marked with an \*). Plan ahead to avoid leaving all your work to the end of the term.

Critical summaries are designed to help you synthesize complicated arguments, encourage you to keep up with the readings, and help you engage with the ideas and questions posed in discussion board posts and synchronous discussions. Only one summary per week is permitted.

Each critical summary is worth 5% (for a total of 20% of the course grade). The summaries should be approximately 2 double spaced pages and should be submitted on the day of the class via a link on cuLearn. Summaries will be graded based on the summary requirements below. **Please respond to each of the following in the order posed.**

1. A concise and specific explanation of the main goals of the text. What does/do the author(s) aim to achieve? Make sure to name the author(s).
2. The specific arguments advanced by the author(s) in the text.
3. The theories/theoretical frameworks and/or concepts that are engaged with in the text. These may be contested within the piece.
4. The specific conclusion of the text.

### **C. Synchronous Discussion – 20%**

Early in the term, you will choose one (1) week from the reading schedule to engage in a one-hour synchronous seminar discussion along with your colleagues. You must read all the required readings for the week selected and need to have a solid understanding of the central questions, key arguments, and take-away messages of the readings. To help encourage active discussion, you should prepare notes with questions, thoughts, and current examples related to the readings.

### **D. Final project - 40% Due Wednesday, April 14 by 11:59 pm.**

Your final project will critically engage with one of topic areas of the course. This project will enable you to demonstrate your knowledge on the criminalization of BIWOC through a critical lens. Projects that present alternatives to the current (in)justice system which criminalizes BIWOC and/or that present resistance to BIWOC criminalization are welcomed. This project may be submitted in the form of a traditional paper (8-10 pages), course outline, or zine. If you have other ideas for your project, please let me know and we can discuss them. More information on the grading of the final project will be provided at the beginning of the term.

**Please note that late final projects will not be accepted. Arrangements for deferrals must be made with me prior to the final due date.**

### **OTHER CONCERNS**

**January 31, 2020** is the last day to withdraw from fall term and fall/winter courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will result in a grade(s) of WDN appearing on your official transcript. <http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>

### **Statement on Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **Intellectual Property**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

## SCHEDULE

Please note that on occasion the class schedule may vary slightly from the course outline

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### **Class 1- Jan 12 Introduction to Course**

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Crenshaw, Kimberle. 1999. "Mapping the margins: Intersectionality, identity politics, and violence against women of color". *Stanford Law Review*, 43(6): 1241-1299. (e-journal)

Blog: Lee, Erica Violet. "'Indigenizing the academy' without Indigenous people: Who can teach our stories?". Retrieved from <https://moontimewarrior.com/2015/11/09/who-can-teach-indigenous-philosophy/>

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### **Class 2 – Jan 19 Indigenous Women: Part 1**

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Comack, Elizabeth. 2018. "Colonialism, capitalism, patriarchy, and trauma". In *Coming Back to Jail: Women, Trauma, and Criminalization*. Winnipeg: Fernwood Publishing, pp. 54-85.

Monture-Angus, Patricia. 1999. "Women at risk: Aboriginal women, colonialism and correctional practice". *Canadian Woman Studies*, 19. 1,2: 24-38.

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### **Class 3 – Jan 26 Indigenous Women: Part II**

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Fontaine, Nahanni. 2014. "Surviving colonization: Anishinaabe Ikwe street gang participation." In Gillian Balfour and Elizabeth Comack (eds.). *Criminalizing Women: Gender and (in)Justice in Neo-Liberal Times*, Black Point, Winnipeg: Fernwood Publishing. 113-129.

Hunt, Sarah. 2015/2016. "Representing colonial violence: Trafficking, sex work, and the violence of law". *Atlantis* 37.2 (1): 25-39.

Blog: Sayers, Naomi. 2017. "Criminalizing sex-work has not saved Indigenous women". Retrieved at [https://www.huffingtonpost.ca/naomi-sayers/mmiw-sex-work-justice-minister\\_a\\_23370676/](https://www.huffingtonpost.ca/naomi-sayers/mmiw-sex-work-justice-minister_a_23370676/)

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### **Class 4 – Feb 2 Black Women: Part I**

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Brand, Dionne. 2008. "'We weren't allowed to go into the factory until Hitler started the war': The 1920s to 1940s". In Barrington Walker (ed.), *The History of Immigration and Racism in Canada: Essential Readings*. Toronto: Canadian Scholars' Press. 239-249.

Maynard, Robyn. 2017. "Devaluing Black life, demonizing Black bodies: Anti-Blackness from slavery to segregation". In *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing. 17-49.

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### **Class 5 – Feb 9 Black Women: Part II**

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Maynard, Robyn. 2017. "Law enforcement violence against Black women: Naming their names, telling their stories". In *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing. 116-127.

Maynard, Robyn. 2017. "Misogynoir in Canada: Punitive state practices and the devaluation of Black women and gender-oppressed people". In *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing. 128-156.

**Guest lecture at 10 am via Zoom: Dilaye Desta, Crim student U of O, Black Leaders Students Association –link to be provided**

\*\*\*\*\***Reading Week: February 15-19**\*\*\*\*\*

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**Class 6 – Feb 23**                    **Migrant Women of Colour: Part I**

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Sharma, Nandita. 2005. "Anti-trafficking rhetoric and the making of a global apartheid". *NWSA Journal*, States of Insecurity and the Gendered Politics of Fear, 17.3: 88-111.

Valverde, Marianna. 2008. "Racial purity, sexual purity, and immigration policy". In Barrington Walker (ed.), *The History of Immigration and Racism in Canada: Essential Readings*. Toronto: Canada Scholars' Press, pp. 175-88.

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**Class 7 – Mar 2**                    **Migrant Women of Colour: Part II**

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Lawrence, Sonia N. and Toni Williams. 2006. "Swallowed up: Drug couriers at the borders of Canadian sentencing". *University of Toronto Law Journal* 56.4: 285-332.

Suggested reading:

Ham, Julia. 2018. "Using difference in intersectional research with im/migrant and racialized sex workers". *Theoretical Criminology*. 1-17.

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**Class 8 – Mar 9**                    **Trans Women of Colour**

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Lyons, Tara, Andrea Krüsi, Leslie Pierre, Thomas Kerr, Will Small, and Kate Shannon. 2017. "Negotiating violence in the context of transphobia and criminalization: The experiences of trans sex workers in Vancouver, Canada". *Qualitative Health Research*, 27.2: 182-190.

Kilty, Jennifer M. 2020. "'I just wanted them to see me': Intersectional stigma and the health consequences of segregating Black, HIV+ transwomen in prison in the US state of Georgia". *Gender, Place & Culture*, DOI: [10.1080/0966369X.2020.1781795](https://doi.org/10.1080/0966369X.2020.1781795)

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**Class 9 – Mar 16**                    **The Lives of Black and Indigenous Girls and Women: Education, Research, and Resistance**

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Maynard, Robyn. 2017. "'The (mis)education of Black youth: Anti-Blackness in the school system". In *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing, pp. 208-228.

Tuck, Eve. 2009. "Suspending damage: A letter to communities". *Harvard Educational Review*, 79.3: 409-427.

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**Class 10 – Mar 23**                    **BIWOC and the Prison Industrial Complex**

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Comack, Elizabeth. 2018. "The prisoning of women". In *Coming Back to Jail: Women, Trauma, and Criminalization*. Halifax, Winnipeg: Fernwood Publishing, pp. 177-219.

Sudbury, Julia. 2005. "Celling Black bodies: Black women in the global prison industrial complex". *Feminist Review* 70.1: 57-74.

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**Class 11 – Mar 30**                    **BIWOC: Challenging and Deploying (Social) Media Frames**

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Palacios, Lena Carla. 2016. "Killing abstractions: Indigenous women and Black trans girls challenging media necropower in white settler states". *Critical Ethnic Studies*, 2.2: 35-60.

Rentschler, Carrie A. 2017. "Bystander intervention, feminist hashtag activism, and the anti-carceral politics of care". *Feminist Media Studies*, 17.4: 565-584.

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**Class 12 – April 6**                    **Imagining Futures**

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Palacios, Lena. 2016. "'Ain't no justice ... It's just us': Girls organizing against sexual and carceral violence". In Claudia Mitchell and Carrie Rentschler (eds.). *Girlhood and the Politics of Place*: Berghahn Books. 279-295.

Blog: Lee, Erica Violet. 2015. "For Cindy, For Ourselves: Healing in the context of colonial gender violence." Retrieved from <https://moontimewarrior.com/2015/04/02/for-cindy-for-ourselves-healing-in-the-context-of-colonial-gender->

[violence/](#)

Suggested reading:

Kim, Mimi E. 2018. "From carceral feminism to transformative justice: Women of color feminism and alternatives to incarceration". *Journal of Ethnic & Cultural Diversity in Social Work*, 27:3, 219-233.

**Final project - 40% Due Wednesday, April 14 by 11:59 pm.**

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**End of term. Thank you for your participation on this journey. Have a wonderful summer break!**